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ABSTRACT

A study was conducted to determine the availability of appropriate information about postsecondary vocational education in Florida to special populations identified in the Carl D. Perkins Vocational Education Act of 1984. Materials on postsecondary education for special popultions were collected from school districts, community colleges, and vocational-technical centers. Information was also gathered from persons in the State Department of Education and from persons having statewide knowledge of the special population groups. Among the conclusions of the study were the following: (1) official school catalogs from area centers and community colleges do not contain adequate information about vocational opportunities for special populations; (2) pamphlets and brochures designed for special populations adequately provide information about pertinent vocational programs and services; (3) area centers and community colleges use a variety of media such as free public service announcements on television and radio to reach special populations; (4) many colleges employed paid professional staff to recruit targeted populations into vocational programs; (5) at least half of the responding colleges used mail campaigns to recruit students; (6) state-level personnel thought that local education agencies were making satisfactory progress in enhancing access to vocational education for special populations; and (7) approximately 10 percent of Perkins Act dollars for disadvantaged students was used for recruitment for these populations. Recommendations were made to continue and augment recruitment and awareness efforts for vocational education for special students. (KC)

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THE AVAILABILITY OF APPROPRIATE VOCATIONAL EDUCATION INFORMATION TO POSTSECONDARY SPECIAL POPULATIONS STUDENTS IN FLORIDA

Florida Council on Vocational Education
Tallahassee, Florida

U.S. DEPARTMENT OF EDUCATION
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PREFACE

The Florida Council on Vocational Education (F/COVE) is composed of 13 members. Seven members are representative of the private sector and constitute a majority of the membership of the Council. Six members are representative of secondary and postsecondary vocational institutions, career guidance and counseling, and special education. The chairperson of the Council is from the private sector representation.

In addition to providing for not less than one public meeting each year at which the public is given an opportunity to express views concerning the vocational education program of Florida, the Florida Council on Vocational Education is responsible for the mandates identified in the Carl D. Perkins Vocational Education Act of 1984 (P. L. 98-524). The major responsibilities of the Council are to:

1. Meet with the State Board for Vocational Education or its representatives during the planning year to advise on the development of the state plan;

2. Advise the State Board for Vocational Education and make reports to the Governor, the business community, and general public, in writing, of the state concerning (A) policies the state should pursue to strengthen vocational education (with particular attention to programs for the handicapped); and (B) initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs;

3. Analyze and report on the distribution of spending for vocational education in the state and on the availability of vocational education activities and services within the state;

4. Furnish consultation to the State Board for Vocational Education on the establishment of evaluation criteria for vocational education programs within the state;

5. Submit recommendations to the State Board for Vocational Education on the conduct of vocational education programs conducted in the state which emphasize the use of business concerns and labor organizations;

6. Assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs;

7. Recommend procedures to the State Board for Vocational Education to ensure and enhance the participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations;

8. Report to the State Board for Vocational Education on the extent to which the individuals described in section 201(b) [handicapped and disadvantaged individuals; adults who are in need of training or

retraining; single parents and homemakers; individuals who are in programs to eliminate sex bias and stereotyping in vocational education; and criminal offenders who are in correctional institutions] are provided with equal access to quality vocational education programs; and

9. Evaluate at least once every two years the vocational education delivery systems assisted under this Act, and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts, and make recommendations to the State Board for Vocational Education on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act; and advise the Governor, the State Board of Vocational Education, the State Job Training Coordinating Council, the U. S. Secretary of Education, and the U. S. Secretary of Labor of these findings and recommendations.

In addition, the Council is also charged with the responsibility of reviewing and commenting on the State plan.

This report is part of the Council's evaluation efforts directed primarily toward fulfilling the eighth major responsibility listed above.

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PART I
INTRODUCTION

Background of the Study

The Florida Council on Vocational Education (F/COVE) on August 5, 1985 approved the Evaluation Committee's "Activities for Addressing Statewide Issues." One of the issues approved to be addressed by the Evaluation Committee was the possible lack of available information about vocational education for postsecondary education students.

The concern was expressed to the Council that quality vocational education at the postsecondary level may not be accessible to all individuals because they lack information about the programs, services, and activities available at local postsecondary education institutions. Sources of input to the Council concerning this issue were Council-sponsored public meetings across the state and the Open Forum for Vocational Educators sponsored by the F/COVE during the annual vocational educators summer workshop.

This issue was deemed appropriate for the Council's consideration because of the mandate in the Carl D. Perkins Vocational Education Act that state councils on vocational education are to "report to the State board on the extent to which the individuals described insection 201(b) are provided with equal access to quality vocational education." The "section 201(b) individuals" in the Perkins Act and the "special populations" mentioned in this report are handicapped individuals, disadvantaged individuals, adults in need of training or retraining, individuals who are single parents or homemakers, individuals seeking nontraditional programs and participating in programs to eliminate sex bias and stereotyping (sex equity), and criminal offenders who are in a correctional institution.

In response to the importance of this statewide concern and the federal mandate, the Council included this issue in its Evaluation Committee activities for 1986. This report contains the information gained from the Council's investigation and includes F/COVE recommendations.

Purpose of the Report

The purpose of this report was to determine the availability of appropriate information about postsecondary vocational education in Florida to special populations identified in the Carl D. Perkins Vocational Education Act of 1984.

Procedures Used in the Report

The general procedures used in this study were:

1. The Evaluation Committee served as the monitoring group to advise F/COVE staff on the progress of the study.

2. A memorandum was sent to school districts and community colleges requesting current area center and college catalogs; the institution's or district's student services policy; and examples of supportive services and exemplary programs.

3. Materials received in response to item 2 were reviewed.

4. A survey was sent to all designated area vocational-technical center directors and community college occupational deans requesting them to identify methods and techniques used by their institution to inform special populations of vocational education opportunities.

5. A second survey was mailed to all nonrespondents three weeks later.

6. Data from the survey forms were tabulated by F/COVE staff.

7. Persons having statewide knowledge of the special population groups were contacted by phone.

8. A memorandum was sent to the Director of the Division of Vocational, Adult, and Community Education requesting a breakdown of federal entitlements allocated to each local education agency, the dollar amounts actually funded from the entitlements, and a list of projects funded that deal with recruitment and retention of special population individuals.

9. A completed draft report was submitted to the Evaluation Committee for consideration.

10. The final draft report was considered by the full Council and was accepted.

PART II
RESULTS OF THE REVIEW OF SCHOOL CATALOGS AND
STUDENT SERVICES INFORMATION FOR SPECIAL POPULATIONS

A memorandum was mailed to all directors of vocational education (Appendix A) with a copy to each area vocational-technical center director. A similar memorandum was also mailed to community college directors of student services (Appendix B) with a copy to occupational education deans. The memorandum requested (1) a copy of the most recent area center or community college catalog and (2) information that identifies the kinds of supportive services and exemplary programs that are available in their area for special population students pursuing vocational education.

Catalogs

The school catalogs were requested because this document is usually the primary source of written information about a school. The thirty catalogs received were reviewed to determine (1) the extent to which information pertinent to special populations was available in the catalogs and (2) how easily the information could be found.

The information in the catalog about each special population group was designated "0," "1," or "2." The "0" was given if no information about vocational programs or services for a special population was readily identified. For example, a catalog was judged "0" in providing information for handicapped students if there was no mention in the catalog addressing programs and services for disabled individuals. The general compliance statement that the institution does not discriminate based on sex, age, nationality, or handicap was not considered in the review process for a designation of 0, 1, or 2.

Information contained in the catalog for each special population was designated "1" if the information was general. As an example, the statement "Handicapped students should contact the Counseling Department each term for information regarding registration and other services designed to assist them" was considered "general" information.

The "2" designation indicated that the information was adequate enough to inform a special population student about programs and services available and the location of the office and/or person to contact for further information. An example of "adequate" information would be:

> The College has developed special services to assist disabled students in achieving equal opportunity. These services include, but are not limited to, advanced registration, advisement, auxiliary aids such as readers for the blind, interpreters for the deaf, notetakers, and special equipment, as well as individualized classes on some campuses. Students are encouraged to contact the Office of Handicapped Services. (Building H, room 102; telephone 904/566-2518).

The catalogs were not reviewed page by page. The table of contents and index, when provided, were used to find the information. Thirty catalogs were received and reviewed: 10 from the 32 area vo-tech centers and 20 from the 28 community colleges (listed in the 1985-86 Florida Education Directory). Of the 20 community college catalogs, 12 were from colleges designated as area vocational schools. Table 1 below and Table 2 (p. 5) show the results of the review of catalogs.

Table 1 is an analysis of the review of the ten catalogs received from area vocational-technical centers.

TABLE 1
ANALYSIS OF THE CONTENTS OF AREA CENTER CATALOGS IN PROVIDING INFORMATION ABOUT VOCATIONAL PROGRAMS AND SERVICES FOR SPECIAL POPULATIONS IDENTIFIED IN THE PERKINS ACT

Designation	Sex Equity	Handi-capped	Disadvan-taged	Adults	Sgl Parents /H'makers	Criminal Offenders
0 = no mention	90%	50%	60%	60%	90%	100%
1 = general or cursory comment	10%	50%	40%	40%	10%	0%
2 = adequate information	0%	0%	0%	0%	0%	0%

Table 1 reveals that, based on the catalogs reviewed, area vocational-technical centers can do a better job presenting information in their catalogs about programs and special services available to special population students. A disabled person will find little useful information from the statement "The Center is equipped to provide services to the handicapped. A ramp is available at the entrance for easy access to the building." These catalogs need to address the following questions: What services are available? Services for what kinds of physical disabilities? Who or what office should be contacted to request services? Where on campus is the office or person located to whom inquiries should be made? What is the contact's telephone number?

Likewise, a potential or current student who might be eligible for and in need of assistance under Job Training Partnership Act provisions would find little valuable information in the statement "State and federal agencies such as Vocational Rehabilitation and Job Training Partnership Act (JTPA) may provide assistance for those who qualify." A few additional lines stating who qualifies for JTPA services, the kinds of assistance provided from JTPA, and who to contact for further information would be more helpful to the person who could benefit from JTPA assistance.

The table below is an analysis of the 20 community college catalogs received and reviewed.

TABLE 2
ANALYSIS OF THE CONTENTS OF COMMUNITY COLLEGE CATALOGS
IN PROVIDING INFORMATION ABOUT VOCATIONAL PROGRAMS AND SERVICES
FOR SPECIAL POPULATIONS IDENTIFIED IN THE PERKINS ACT

Designation	Sex Equity	Handi-capped	Disadvan-taged	Adults	Sgl Parents /H'makers	Criminal Offenders
0 = no mention	65%	20%	55%	25%	80%	80%
1 = general or cursory comment	20%	60%	35%	50%	5%	20%
2 = adequate information	15%	20%	10%	25%	15%	0%

Table 2 shows that community colleges can also improve in providing more substantial information about vocational programs and services for special populations.

In general, the strengths of the catalogs reviewed were:

Table of Contents. While some tables of contents contained as few as five lines, most of the tables were descriptive enough to be helpful in finding information. One catalog listed under its major heading of "Student Development" 25 subheadings that easily identified what was included in student development.

That kind of table of contents displays sensitivity to special population individuals. For example, a 45-year old widow, returning to school for the first time in 27 years and wondering if her local community college has anything to offer her, could easily find a program designed to meet her special needs. "Displaced Homemakers Program" was prominently listed as one of the 25 subheadings under "Student Development."

Index. The index is a feature that can assist individuals in locating information in the catalog. Care should be taken when compiling the index, however, not to assume that an individual knows what he or she is looking for. As an example, an adult returning to school after a period of time may not know to look for "Transition Center" in the index to find where in the catalog services for returning adult students are listed. A "Returning Adult Students" listing in the index with the page number for Transition Center might be helpful. In this example, Transition Center was not listed in the table of contents. "Community and

Special Academic Programs" was listed in the table of contents, and information about the Transition Center was located in that section of the catalog.

Pictures. Many catalogs included pictures of students engaged in school activities. Several schools effectively used pictures to depict handicapped individuals in the student center and library and used pictures to show individuals in nontraditional programs--the female dressed in welding garb and the male student in a cosmetology lab. Using pictures in this way may be viewed as evidences of acceptance and opportunities.

Helpful Information. Many institutions used the inside front cover of the school catalog, or included an additional page, to list "helpful information." Helpful information included the name of the individual having primary responsibility for a school program or service, along with the location of the individual and a phone number.

The Council recognizes that the 1985-86 school year was the first full year local education agencies (LEA's) operated under the Perkins legislation. As the LEA's continue to meet the challenges of implementing the provisions of the Perkins Act to provide equal access to quality vocational education for all individuals, the Council looks forward to appropriate revisions to the official school catalog.

Other Student Services Information

The pamphlets and brochures sent to the Council were excellent! The materials were visually pleasing and most were of professional quality. The materials were informative! Many brochures contained self-addressed cards for requesting further information.

Pamphlets and brochures were received from 11 community colleges, 10 area vocational-technical centers, and 14 school district offices. The materials covered a large variety of programs and services such as:

- Program for the Deaf and Hearing Impaired
- HELP for the Handicapped . . . a Program of Education for Exceptional Adults
- Work Evaluation
- Focus on Careers: Single Parents or Homemakers
- Sex Equity Program in Vocational Education
- Adult Migrant Education
- Put Your Best Foot Forward with Career Training
- Job Training Partnership Act (JTPA)
  How to Land a Dream Job

- Differentially Abled Students are Vocationally Able
- Cooperative Education: The Solution to the Formula for Complete Education
- English as a Second Language
- Vocational Rehabilitation: Assisting the Handicapped to Employment
- Career Opportunities for Minorities in Allied Health
- Adult Vocational Part-Time and Evening Course Offerings
- DAWN: Program for Displaced Homemakers and Single Parents
- Want Success in a Vocation? Here's How!

Several schools had brochures designed to provide information about a specific program or service, but their catalog contained little or no information about that program or service. As an example, one school has a very comprehensive pamphlet describing what JTPA is, how to apply for JPTA, program options and opportunities, and the name, location and phone number of the individual to contact for further information. The school catalog contained no reference to JTPA.

School districts and community colleges are to be commended for the quality of the brochures and pamphlets designed to inform and educate individuals about the vocational programs, services, and activities available at their schools.

PART III
RESULTS OF THE SURVEY

A survey was mailed to all area vocational-technical center directors and community college occupational deans (Appendix C). The directors and deans were asked to (1) identify the methods used by their institution during school year 1985-86 to inform special populations of the vocational education opportunities available at their institution and (2) to identify which special population from the Perkins Act they were endeavoring to reach (Appendices D and E).

In order to increase the response rate, a second survey was mailed to all nonrespondents three weeks after the initial survey was mailed. Twenty-nine or 91 percent of the 32 area centers (listed in the 1985-86 Florida Education Directory) responded. Twenty-six of the 28 community colleges (listed in the Florida Education Directory) returned surveys for a response rate of 93 percent.

The following tables show the results of the survey in percentage form.

Table 3 (p. 10) reveals that the area centers used the television media to a greater extent than community colleges. Television interviews were used most often by community colleges. Fifty percent of the responding community colleges used this method to address sex equity and training opportunities for adults.

Sixty-six percent of the area centers used free public service time, and 55 percent used television interviews to reach the adult population about vocational education and training.

Table 4 (p. 11) indicates that a larger percentage of area vo-tech centers used the radio media.

As with television, a larger percentage of community colleges utilized interview opportunities. The area centers (72%) used paid air time significantly more than community colleges (54%). The greatest use of radio was directed at adults in need of training and retraining. A much larger percentage of area centers used free or donated billboard space to "advertise" the vocational opportunities available at their institution. Table 5 (p. 12) also shows that area centers bought more billboard space than did community colleges. The greatest efforts of both area centers and colleges were in placing racks in public places where written materials were displayed.

Table 6 (p. 13) reveals that community colleges made greater use of the telephone to reach special populations.

TABLE 3

PERCENTAGE OF RESPONDING COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS USING TELEVISION TO INFORM SPECIAL POPULATIONS OF VOCATIONAL EDUCATION OPPORTUNITIES
School Year 1985-86

	Sex Equity		Handicapped		Disadvan-taged		Adult T/R		Sgl Parents /Homemakers		Criminal Offenders	
Media/Methods Used	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC
TELEVISION												
Advertising - paid commercial time	15	31	15	28	27	35	31	35	15	24	4	14
Advertising - free public service time	39	45	27	45	39	45	50	66	31	53	4	24
Interviews - local talk show appearances, etc.	50	28	39	28	42	41	50	55	39	35	4	10
Other - please identify	15	10	19	10	12	14	8	17	8	17	4	10

CC = community colleges
AVTC - area vocational-technical centers

TABLE 4

PERCENTAGE OF RESPONDING COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS WHO USED RADIO TO INFORM SPECIAL POPULATIONS OF VOCATIONAL EDUCATION OPPORTUNITIES
School Year 1985-86

	Sex Equity		Handicapped		Disadvan-taged		Adult T/R		Sgl Parents /Homemakers		Criminal Offenders	
Media/Methods Used	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC
RADIO												
Advertising - paid commercial time	35	48	31	41	46	59	54	72	35	45	8	21
Advertising - free public service time	62	66	46	62	62	69	77	83	54	66	12	31
Interviews - guest on talk show, etc.	54	41	46	31	46	41	58	52	42	35	8	24
Other - please identify	4	3	4	3	4	3	4	7	4	3	0	3

CC = community colleges
ACTC = area vocational-technical centers

TABLE 5

PERCENTAGE OF RESPONDING COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS WHO USED PUBLIC DISPLAYS TO INFORM SPECIAL POPULATIONS OF VOCATIONAL EDUCATION OPPORTUNITIES
School Year 1985-86

	Sex Equity		Handicapped		Disadvan-taged		Adult T/R		Sgl Parents /Homemakers		Criminal Offenders	
Media/Methods Used	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC
PUBLIC DISPLAYS												
Billboards - paid advertisting	4	10	4	7	4	10	8	24	4	7	0	0
Billboards - free or donated space	4	28	4	28	4	28	8	31	4	28	0	17
Bumper Stickers - paid by school	8	14	8	7	8	17	12	24	12	14	0	10
Bumper Stickers - free or donated	4	7	4	3	4	3	4	3	4	7	0	3
Racks in public places containing material about voc. programs	58	62	65	66	69	62	69	76	69	69	19	35
Other - please identify	19	21	19	21	19	21	23	21	15	1	0	7

CC = community colleges
AVTC = area vocational-technical centers

TABLE 6

PERCENTAGE OF RESPONDING COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS WHO USED THE TELEPHONE TO INFORM SPECIAL POPULATIONS OF VOCATIONAL EDUCATION OPPORTUNITIES
School Year 1985-86

	Sex Equity		Handicapped		Disadvan-taged		Adult T/R		Sgl Parents /Homemakers		Criminal Offenders	
Media/Methods Used	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC
TELEPHONE												
Phone campaign to "market" vocational classes/programs or special activities	39	7	46	7	46	10	39	10	50	17	12	0
Other - please identify	0	0	0	3	0	3	0	7	0	3	0	3

CC = community colleges
AVTC = area vocational-technical centers

The newspaper media was used extensively by area centers and community colleges. Table 7 (p. 15) shows that a large percentage of area centers used paid advertising to attract and inform adults and single parents and homemakers. A large percentage of community colleges took advantage of the opportunity to use free or donated space in the newspaper. Also, a larger percentage of community colleges used the newspaper for "public relations"--that is, printing student "success" stories and articles about traditional and nontraditional programs.

Table 8 (p. 16) shows the percentage of community colleges and area vocational-technical centers that employed professional staff to recruit targeted populations into nontraditional and/or traditional vocational programs. A significantly larger percentage of community colleges used recruiters.

Table 9 (p. 17) indicates that more community colleges than area centers used specialized mail campaigns to reach targeted populations. Printed materials such as pamphlets and brochures were used by a large percentage of the postsecondary institutions (Table 10, p. 18). Printed materials from the community colleges were used primarily to reach persons about sex equity programs, disadvantaged individuals, and single parents or homemakers. Area centers used printed materials more often to inform about programs and services for handicapped persons, adults in need of training or retraining, and criminal offenders in correctional institutions.

Respondents were asked to identify how the printed materials were distributed. The responses are located on pages 20, 21, 23, and 24.

The survey also provided respondents an opportunity to list other ways various media were used that were not specifically identified on the survey form. All "open-ended" responses are found on pages 19-24.

Community college and school district personnel are to be commended for taking the time to respond to the Council's survey. The response rates of 93 percent and 91 percent respectively were outstanding.

TABLE 7

PERCENTAGE OF RESPONDING COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS WHO USED THE NEWSPAPER TO INFORM SPECIAL POPULATIONS OF VOCATIONAL EDUCATION OPPORTUNITIES
School Year 1985-86

	Sex Equity		Handicapped		Disadvan-taged		Adult T/R		Sgl Parents /Homemakers		Criminal Offenders	
Media/Methods Used	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC
NEWSPAPER												
Advertising - paid "commercial"	42	66	35	52	46	59	58	86	50	69	12	28
Advertising - free or donated space	46	41	46	35	58	45	54	59	58	48	15	17
Printed class schedules	65	66	58	66	65	69	69	76	58	69	15	28
Human interest articles; i.e., student "success" stories	50	48	54	45	65	55	58	62	46	52	12	10
Articles about non-traditional or traditional programs	62	48	50	52	65	48	65	66	65	48	4	17
Other - please identify	4	0	4	0	4	0	4	0	4	0	0	0

CC = community colleges
AVTC = area vocational-technical centers

TABLE 8

PERCENTAGE OF RESPONDING COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS WHO USED RECRUITERS TO INFORM SPECIAL POPULATIONS OF VOCATIONAL EDUCATION OPPORTUNITIES
School Year 1985-86

	Sex Equity		Handicapped		Disadvantaged		Adult T/R		Sgl Parents /Homemakers		Criminal Offenders	
Media/Methods Used	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC
RECRUITERS												
Staff are employed to recruit group(s) into traditional and non-traditional vocational programs	73	48	73	48	81	55	77	52	73	55	15	28
Other - please identify	12	3	12	0	12	7	12	7	12	7	8	3

CC = community colleges
AVTC = area vocational-technical centers

TABLE 9

PERCENTAGE OF RESPONDING COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS WHO USED MAIL SERVICE TO INFORM SPECIAL POPULATIONS OF VOCATIONAL EDUCATION OPPORTUNITIES
School Year 1985-86

	Sex Equity		Handicapped		Disadvan-taged		Adult T/R		Sgl Parents /Homemakers		Criminal Offenders	
Media/Methods Used	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC
MAIL												
Specialized mail campaign directed at special group	50	41	50	31	50	38	50	59	54	35	8	17
Other - please identify	4	0	4	0	4	0	4	0	4	0	0	0

CC = community colleges
AVTC = area vocational-technical centers

TABLE 10

PERCENTAGE OF RESPONDING COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS WHO USED PRINTED MATERIAL TO INFORM SPECIAL POPULATIONS OF VOCATIONAL EDUCATION OPPORTUNITIES
School Year 1985-86

	Sex Equity		Handicapped		Disadvan-taged		Adult T/R		Sgl Parents /Homemakers		Criminal Offenders	
Media/Methods Used	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC	CC	AVTC
PRINTED MATERIAL												
Pamphlets, brochures, etc., designed for and distributed to special group(s)	81	66	55	59	85	62	69	79	81	66	15	31
How was material distributed?	(See pages 20, 21 and 23, 24)											
Other - please identify	4	7	4	7	4	7	4	10	4	7	0	0

CC = community colleges
AVTC = area vocational-technical centers

Area Vocational Centers
(Open-ended survey responses)

Television

Other - please identify

- By use of special video tape
- It is assumed that special populations watch T.V., so would therefore benefit from ads, interviews, etc., geared to the general public

Radio

Other - please identify

- News release

Public Displays

Other - please identify

- Mall display, parade
- Career Days, expos, malls, other agencies, health departments
- Fair, mall displays, Career Days
- Shopping mall displays/exhibits, outreach recruiter
- Book covers, job fair/career fairs
- Guest appearance at service clubs, partnerships, etc.

Telephone

Other - please specify

- Day to day phone contacts making reference to such programs and opportunities
- Interest cards
- Close contact between counselors and Vo-Rehabilitation Agency, etc.

Newspaper

Other - please identify

- Special newspaper

Recruiters

Other - please identify

- Vocational opportunities presentations to Probation and Parole. Slide presentation to groups about vocational opportunities
- Recruiter uses all methods included in the survey in addition to door-to door canvassing
- Teachers, counselors, occupational specialists
- All counselors recruit at fairs, schools, malls, etc.
- Student services personnel visit high schools, civic and community organizations
- Visit every Jr. High School in the community and show off the programs

Mail

Other - please identify

- All high school seniors

Printed Material

How was the material distributed?

- Mailed, brochure racks at high schools, Chamber of Commerce
- By coordinator of project
- By mail, handout in public display, school career centers
- Mail, displays, through readers
- Through recruiter, guidance, mail, walk-ins
- Mail, display booths, racks, recruiters

- Outreach recruiter/mail
- By mail and individual students, counselors, occupational specialist, teachers
- In businesses (local)
- Point of contact, mailing
- By request - civic groups, church groups, etc.
- Mailed, racks hand-outs, from school, by students
- Recruiters
- Mailed to each household in county
- Insert in newspaper
- By student services personnel
- School racks and displays throughout the community. Speakers at special groups
- Display racks at various places throughout the county
- Normally placed in display racks in public locations
- To schools, school personnel, agencies, students, agency personnel, businesses
- Placed on counters

Other - please specify

- Flyers distributed at open house
- Distributed to all students 5th grade and above
- Name on trash bags and pocket PAL
- Meetings with students, parents, staffings
- Appearances at civic organizations

Community Colleges
(Open-ended survey responses)

Television

Other - please identify

- Conference, networking
- Town forum, open to the public concerning education for the handicapped
- Press releases
- Community college owned television station
- Outreach special advancement

Radio

Other - please identify

- Press releases

Public Displays

Other - please identify

- Display and information booth in shopping centers
- Posters and newspaper ads
- Displays at conferences, shopping mall displays, training workshops/information seminars, brochures about services to handicapped in vocational programs given to secondary school students, vocational rehabilitation personnel and consumer groups
- Trade show display
- Mall exhibits for particular events
- Mall, flea markets

Telephone

Other - please specify

- No responses

Newspaper

Other - please identify

- Credit schedules inserted in daily

Recruiters

Other - please identify

- Social/open house, speakers bureau, awards ceremonies
- Instructor recruiting efforts
- Instructor

Mail

Other - please identify

- **No responses**

Printed Material

How was the material distributed?

- Career Day at local mall, scheduled visits to local high school
- Mail networking, mall networking
- By mail, in racks and at meetings
- Mailed, given out by hand
- Delivered to HRS, AFDC, high schools, etc.
- Mailed to telephone call-ins, counter and table tops throughout college and county, mall displays
- Mailed 7200 career books to all graduating seniors in the county (to their homes!)
- By mail, staff recruiters, at meetings, displayed in malls
- By mail
- By employees of H.R.S., penal institutions, special education and local high schools

- Through high school guidance offices

- In person and by mail

- Meetings, schools, churches and service organizations

- By hand and by mail

- By craft program managers, division directors

- U.S. mail and public places

- High schools, civic groups, government agencies, businesses, mail outs

Other - please identify

- Workshops, orientations, speakers bureau, intake visits, guest speakers in classrooms

- Portable exhibits at malls

- Mail out

PART IV
STATE LEVEL ASSESSMENT

The Florida Department of Education, Division of Vocational, Adult, and Community Education, is required by the U. S. Department of Education (U.S. DOE) to submit by December 31, 1986 an Annual Performance Report for the Vocational Education State-Administered Program under the Carl Perkins Vocational Education Act (Appendix F).

The report is to cover program year July 1, 1985 through June 30, 1986. The U. S. DOE recommends that states include in the report vocational education opportunities accomplishments for the special populations at the secondary and postsecondary levels; program improvement accomplishments under Title B of the Act--new and expanded programs, career guidance, etc.--and consumer and homemaking accomplishments. Using the outline suggested by the U. S. DOE will result in a comprehensive report about Florida's accomplishments under the Perkins Act. The Florida Council on Vocational Education looks forward to receiving a copy of Florida's first annual performance report.

In the interim, however, state-level personnel responsible for and/or knowledgeable about special populations were contacted for this paper. State-level contacts were asked to discuss their perceptions of how effective local education agencies (LEA's) were during 1985-86 in providing information to special populations about vocational opportunities and special services. Contacts were asked also for a list of projects funded in 1985-86 that dealt with information dissemination, recruitment, and retention of special populations.

Summaries of the discussions are presented below.

Handicapped and Disadvantaged. The Perkins legislation requires states to provide assurances that equal access will be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities.

To secure these assurances from LEA's, a memorandum from the Director of the Division of Vocational, Adult, and Community Education (DVACE) was sent to district superintendents and community college presidents in September 1985. The memorandum requested that each LEA submit a plan to the Florida Department of Education, DVACE, describing how the LEA is going to inform students and parents about opportunities in vocational education. At the time of discussion, responses had been received from all but four school districts and two community colleges. The assurance monitoring system being developed will allow the DVACE to verify whether or not these assurances are being met.

In monitoring an LEA, state staff will look for evidences such as an information dissemination plan, copies of materials disseminated, a roster of parents and students receiving information, and samples of media coverage.

It was indicated that more state-level personnel are needed to carry out the monitoring functions. Four staff are responsible for monitoring all agencies (i.e., school districts, community colleges, Department of Corrections, Department of Health and Rehabilitative Services, and Indians Tribes) that receive Perkins Act funds for programs and services for handicapped and disadvantaged individuals.

Local education agencies, in general, expressed positive attitudes about implementing the Perkins requirements. In their requests for federal funding in 1985-86, many LEA's requested dollars for disseminating information.

It was indicated that grant data are not maintained in such a manner that the amount of project dollars used for information dissemination and retention, child care, transportation, etc., can be readily obtained. To secure this information would require someone to review each funded project and "hand" record the data requested.

Sex Equity and Single Parents or Homemakers. Overall, LEA efforts were satisfactory in 1985-86 in informing single parents and homemakers about vocational education opportunities and related support services. Local efforts to eliminate sex bias and stereotyping in vocational education were also satisfactory. The impact of the grants will be evaluated during FY 1987.

The Council was furnished with a partial list of 1985-86 projects funded to assist single parents, homemakers, and individuals seeking nontraditional training. The list was incomplete because grant awards for 1985-86 dollars for these special populations were still being made in April 1986. At that time approximately 65 percent of the LEA's had requested the funds available to them. It was not possible from the list to identify by title those projects that contained components dealing with information dissemination, recruitment, or retention.

The amount of dollars used on project components, such as information dissemination, recruitment, child care, or transportation, are not maintained on sex equity or single parents or displaced homemakers grant awards. To inventory projects or retrieve information of this kind would require an individual to do so "by hand."

Adults. It was indicated that everything possible has been done to recruit adults who can benefit from adult basic education. Recruitment has been done through churches, school volunteers, community centers, vocational centers, and community colleges. It was indicated that 99 percent of Florida's population is within commuting distance of a facility offering adult basic education.

Criminal Offenders. All inmates in Florida's correctional institutions are informed about the educational opportunities offered at their institution. Most information is given by the classification specialist assigned to the inmate or by an education counselor at the correctional institution.

Inmates do not always enroll in vocational training programs because of one or more factors; i.e., inmate's level of depression, the competition demand within the institution for workers, and the length of a vocational program versus the shortness of the inmate's term of incarceration. It was indicated that more could be done to encourage inmates to take advantage of educational opportunities.

It was reported that the women's prison in Lowell received a grant from the DVACE for $20,000 for a single parents and homemakers program. Dollars from this grant were used to contract with Central Florida Community College for a teacher.

In general, discussions with state level staff indicate they are satisfied with local efforts to promote equal access through federal grants.

The Council commends the Department of Education, with its limited staff, for its efforts in reviewing, approving, and monitoring grants to ensure that assurances of equal access are met.

Request to DVACE

On June 27, 1986 a memorandum (Appendix G) was sent from the F/COVE to the Director of the Division of Vocational, Adult, and Community Education (DVACE) requesting the following information:

1. The dollar allocation for each special population by LEA for 1985-86 from the Carl D. Perkins Act;

2. The latest available 1985-86 data showing the dollar amounts actually funded from the entitlements for each special group by LEA; and

3. A list of projects with amounts by LEA that were funded with federal vocational dollars that deal with recruitment and retention of individuals from any of the special population groups.

The data requested in items 1 and 2 were received.

The information requested in item 3 was furnished on the use of dollars for recruitment and retention activities for disadvantaged individuals.

The DVACE does not have project information automated in a manner that data such as project dollars used for information dissemination, recruitment, retention, child care, transportation, etc., can be easily retrieved. In order to obtain this type information on all projects funded for all special population groups, a person would have to manually review each project.

Tables 12-15 (pp. 29-32) are analyses of the information received from the DVACE. The data reveal the following information about the use of federal dollars for **disadvantaged** individuals:

1. The allocated entitlements statewide for disadvantaged students totaled $5,743,314 (Table 12, p. 29);

2. Actual entitlements statewide used to fund projects benefiting disadvantaged individuals were $6,953,412 (Table 13, p. 30). This amount is greater than the statewide allocations LEA's were "entitled to" based on formula used by the Florida Department of Education to determine the distribution of federal funds;

3. Available funds totaling $57,800 (Table 14, p. 31) were not requested by two school districts for use or for transfer to another LEA. All community college dollars were requested or transferred to another LEA;

4. Projects delivering recruitment/retention/other services to disadvantaged students were funded to school districts totaling $557,740 (Table 15, p. 32). This amount represents approximately 12% of the $4,747,248 in actual entitlements to school districts (Table 13);

5. Projects delivering recruitment/retention/other services to disadvantaged students funded to community colleges totaled $123,070 (Table 15). This is approximately 6% of the $2,206,164 in actual entitlements to community colleges (Table 13); and

6. Projects delivering recruitment/retention/other services to disadvantaged persons funded statewide totaled $680,810 (Table 15). This represents approximately 10% of actual entitlements statewide.

TABLE 12
TOTAL ENTITLEMENTS ALLOCATED BY FORMULA
BY SPECIAL POPULATION AND LOCAL EDUCATION AGENCY
1985-86

Special Population	School Districts	Community Colleges	STATEWIDE TOTALS BY POP. GROUP
Handicapped	$ 2,575,400	$ 627,300	$ 3,202,700
Disadvantaged	3,943,514	1,799,800	5,743,314
Adults in Need of Training or Retraining	1,743,900	644,500	2,408,400
Single Parents or Homemakers	1,507,596	422,810	1,930,406
Sex Bias	488,200	150,900	639,100
TOTALS BY LEA/ALL GROUPS	$10,258,610	$3,665,310	$13,923,920

Source: Florida Department of Education
Division of Vocational, Adult, and Community Education
September 12, 1986

TABLE 13
ACTUAL ENTITLEMENTS USED TO FUND PROJECTS
TOTALS BY SPECIAL POPULATION GROUP & LOCAL EDUCATION AGENCY
1985-86

Special Population	School Districts	Community Colleges	STATEWIDE TOTALS BY POP. GROUP
Handicapped	$ 2,131,142	$ 973,312	$ 3,104,454
Disadvantaged	4,747,248	2,206,164	6,953,412
Adults in Need of Training or Retraining	1,950,518*	1,310,270**	3,260,788
Single Parents or Homemakers	1,074,629	504,954	1,579,583
Sex Bias	556,651	209,000	765,651
TOTALS BY LEA/ALL GROUPS	$10,460,188	$5,203,700	$15,663,888

Source: Florida Department of Education
Division of Vocational, Adult, and Community Education
September 12, 1986

* includes $134,999 discretionary funds to 4 school districts

** includes $360,932 discretionary funds to 7 community colleges

TABLE 14
ENTITLEMENTS NOT REQUESTED OR NOT TRANSFERRED TO ANOTHER LEA
TOTALS BY SPECIAL POPULATION GROUP & LOCAL EDUCATION AGENCY
1985-86

Special Population	School Districts	Community Colleges	STATEWIDE TOTALS BY POP. GROUP
Handicapped	$ 83,200 (4)	$ 29,400 (2)	$ 112,600
Disadvantaged	57,800 (2)	- 0 -	57,800
Adults in Need of Training or Retraining	167,400 (12)	27,600 (1)	195,000
Single Parents or Homemakers	425,080 (25)	70,100 (6)	495,180
Sex Bias	175,000 (28)	40,100 (11)	215,100
TOTALS BY LEA/ALL GROUPS	$908,480	$167,200	$1,075,680

Source: Florida Department of Education
Division of Vocational, Adult, and Community Education
September 12, 1986

NOTE: The numbers in parentheses indicate the number of LEA's that make up the total dollar amount.

TABLE 15

PROJECTS DELIVERING RECRUITMENT/RETENTION/OTHER SERVICES TO DISADVANTAGED STUDENTS

FY 1986

LEA	Project No. & Title	$ Funded	# Positions Funded	Primary Function(s) of Position	Projected # Of Student To Be Served
Broward Cty.	6-1F32 Spec. Prgm. Disa.	$36,952	1	Dropout Prevention	300
Broward Cty.	6-3F33 Spec. Serv. Disa.	$64,182	1	Recruitment	750
Columbia Cty.	6-1A21 Spec. Prgm. Disa.	$28,326	2	Recruitment Dropout Prvt.	240
Dade Cty.	6-3F33 Spec. Serv. Disa.	$60,172	1	Recruitment	675
Dade Cty.	6-2F32 Spec. Serv. Disa.	$42,219	1	Recruitment Job Dev. Placement	320
Duval Cty.	6-1A23 Spec. Serv. Disa.	$94,937	3	Recruitment	490
Franklin Cty.	6-1A23 Spec. Serv. Disa.	$32,074	1	Dropout Prevention/Job Placement	220
Hillsborough Cty.	6-3F32 Spec. Serv. Disa.	$49,753	1	Recruitment	330
Osceola Cty.	6-1F32 Spec. Serv. Disa.	$29,865	1	Dropout Prevention	200
Palm Beach Cty.	6-3A23 Spec. Serv. Disa.	$27,987	1	Dropout Prevention/Job Placement	550
Polk Cty.	6-1F31 Spec. Serv. Disa.	$33,216	1	Recruitment/Dropout Prevention	315
Suwannee Cty.	6-2A23 Spec. Serv. Disa.	$30,598	2	Recruitment/Placement	350
Washington Cty.	6-3A21 Spec. Serv. Disa.	$27,459	1	Recruitment/Retention	80
	School Dist.	$557,740			
Chipola J.C.	6-3A23 Spec. Serv. Disa.	$32,790	1	Recruitment/Retention	230
North Fla. J.C.	6-2A23 Spec. Serv. Disa.	$40,300	1	Recruitment/Retention	225
St. Johns River C.C.	6-2A21 Spec. Serv. Disa.	$26,280	1	Recruitment/Retention	200
Valencia C.C.	6-2F32 Spec. Serv. Disa.	$23,700	1	Recruitment/Retention	250
	Com. Colleges	123,070			
		$680,810			

Source: Florida Department of Education
Division of Vocational, Adult, and Community Education
September 12, 1986

PART V
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After reviewing the school catalogs, the results of the survey, and the state level information, the Florida Council on Vocational Education made the following conclusions:

1. Official school catalogs from area centers and community colleges, in general, do not contain adequate information about vocational opportunities, programs, and special services available at the institution for special population groups.

2. Pamphlets and brochures designed for special populations adequately provide information about vocational programs, services, and activities.

3. Area centers and community colleges used a variety of media and methods to inform special populations of vocational education programs and services.

4. The greatest use of television and radio by both centers and community colleges was free public service advertising to all special populations.

5. Area centers and community colleges extensively displayed printed materials in public places for all special populations.

6. The telephone was a prominent communication vehicle by which community colleges contacted special populations.

7. Newspapers were used by both area centers and community colleges primarily to disseminate class schedules.

8. Many community colleges employed paid professional staff in 1985-86 to recruit targeted populations into vocational programs.

9. At least half of the responding community colleges used the U. S. Mail Service in "specialized mail campaigns" directed at a special population.

10. Printed materials, such as pamphlets and brochures, were designed for and distributed to special population groups by a large percentage of community colleges and area vocational-technical centers.

11. Perceptions of state level personnel contacted are that, in general, local education agencies made satisfactory progress in 1985-86 to enhance access to quality vocational education for all special populations through information dissemination, recruitment, and retention efforts.

12. An inadequate number of state level staff are responsible for reviewing, approving, and monitoring grant awards to many agencies; i.e., 67 school districts, 28 community colleges, the Department of Corrections, and the Department of Health and Rehabilitative Services.

13. Federal dollars actually used to fund projects to school districts and community colleges for special populations exceeded the entitlements districts and colleges were "entitled to" based on Florida Department of Education formulae used to allocate federal dollars.

14. Approximately 10% of Perkins Act dollars for disadvantaged students was used to fund projects dealing with recruitment/retention/other services to this targeted population.

15. Specific data elements of grant awards, such as dollar amounts of a project used for information dissemination, recruitment, child care, transportation, etc., are not maintained by the DVACE in such a manner that the data can be easily retrieved. These data are not, therefore, readily available for use to analyze how many federal dollars are used for specific components of federal grants for special populations.

Recommendations

In order to enhance equal access to vocational education for all of Florida's citizens and to insure that appropriate information is available to postsecondary education special populations, the Florida Council on Vocational Education recommends that:

1. Local education agencies be encouraged by the Department of Education to provide more comprehensive information for special populations in their school catalogs. This information should be prominently displayed in the table of contents and index.

2. The Department of Education encourage school districts and community colleges to continue their promotional activities for equal access to quality vocational education for all persons.

3. The State Board of Vocational Education provide necessary support to the Division of Vocational, Adult, and Community Education (DAVCE) to develop a comprehensive, computerized system for monitoring and evaluating federal grants. These procedures should include provisions for determining how many dollars are spent on project components, such as information dissemination and recruitment.

4. The Department of Education encourage DVACE staff to become fully acquainted with the capabilities and services available through the Management Information Systems (MIS) of the DVACE and the Department of Education; and to use MIS services where appropriate to maintain data on projects for analysis and evaluation.

5. The Department of Education insure that adequate staff are available at the state level to provide leadership and technical assistance to local education agencies in meeting the needs of special populations.

APPENDICES

APPENDIX A

FLORIDA COUNCIL on VOCATIONAL EDUCATION

W. V. Knott Building
Tallahassee 32301
904/488-5308

Mr. Charles R. Perez
Chairman

Dr. James A. Culligan
Executive Director

Ms. Jeannine Christian
Alachua

Mr. Lawrence R. Hawkins
Perrine

Mr. Thomas E. Kessler
Palm Harbor

Mr. Carl B. Loop Jr.
Jacksonville

Ms. Alene J. Mahin
Tampa

Mr. J. Barrie McHugh
Miami

Mr. William J. Pam
Jacksonville

Mr. Eugene A. Poole
Lowell

Dr. Carl W. Proehl
Pensacola

Mr. William H. Scovell
DeLand

Ms. Joan Tyler
Orlando

Mr. Charles Wright
Miami

April 15, 1986

M E M O R A N D U M

TO: Directors of Vocational Education

FROM: Florida Council on Vocational Education

SUBJECT: Student Services for Targeted Individuals

The Florida Council on Vocational Education (F/COVE) requests that you send us the following information:

1. A copy of the most recent catalog from the area vo-tech center(s) in your district;

2. A copy of your district school board's policy regarding student services and opportunities for students who are handicapped or disadvantaged, single parents or displaced homemakers, adults seeking training or retraining, persons in programs designed to eliminate sex bias, and criminal offenders; and

3. Information that identifies the kinds of supportive services and exemplary programs that are available in your school district for these individuals who are pursuing vocational-technical programs of study.

The F/COVE is federally mandated to report to the State Board of Vocational Education on the extent to which these targeted individuals are provided with equal access to quality vocational education programs. Thank you for providing us with needed information.

mb
cc: Area Center Directors

P.S.: Please return the requested information by May 2!

Affirmative action/equal opportunity employer

APPENDIX B

FLORIDA COUNCIL on VOCATIONAL EDUCATION

W. V. Knott Building
Tallahassee 32301
904/488-5308

April 15, 1986

Mr. Charles R. Perez
Chairman

Dr. James A. Culligan
Executive Director

Ms. Jeannine Christian
Alachua

Mr. Lawrence R. Hawkins
Perrine

Mr. Thomas E. Kessler
Palm Harbor

Mr. Carl B. Loop Jr.
Jacksonville

Ms. Alane J. Mahin
Tampa

Mr. J. Barrie McHugh
Miami

Mr. William J. Pate
Jacksonville

Mr. Eugene A. Poole
Lowell

Dr. Carl W. Proehl
Pensacola

Mr. William H. Scovell
DeLand

Ms. Joan Tiller
Orlando

Mr. Charles Wright
Miami

M E M O R A N D U M

TO: Directors of Student Services

FROM: Florida Council on Vocational Education

SUBJECT: Student Services for Targeted Individuals

The Florida Council on Vocational Education (F/COVE) requests that you send us the following information:

1. A copy of your most current college catalog;

2. A copy of your institution's policy regarding student services and opportunities for students who are handicapped or disadvantaged, single parents or displaced homemakers, adults seeking training or retraining, persons in programs designed to eliminate sex bias, and criminal offenders; and

3. Information that identifies the kinds of supportive services and exemplary programs that are available at your college for these individuals who are pursuing vocational-technical programs of study.

The F/COVE is federally mandated to report to the State Board of Vocational Education on the extent to which these targeted individuals are provided with equal access to quality vocational education programs. Thank you for providing us with needed information.

mb
cc: Occupational Deans

P.S.: Please return the requested information by May 2!

Affirmative action/equal opportunity employer

APPENDIX C
FLORIDA COUNCIL ON VOCATIONAL EDUCATION

Please complete and return this form to the Florida Council on Vocational Education by **July 15, 1986.** Thank you!

Please **check** the methods used by your institution during the 1985-86 school year to inform special populations of the vocational education opportunities available at your school. Please **check** the special group you intended to reach.

Methods Used to Inform Special Populations of Vocational Education Opportunities	Special Populations*					
	Sex Equity	Handi-capped	Disadvan-taged	Adults	Sgl Parents /Homemakers	Criminal Offenders
Television						
Advertising - paid commercial time	___	___	___	___	___	___
Advertising - free public service time	___	___	___	___	___	___
Interviews - local talk show appearances, etc.	___	___	___	___	___	___
Other - please identify	___	___	___	___	___	___
Radio						
Advertising - paid commercial time	___	___	___	___	___	___
Advertising - free public service time	___	___	___	___	___	___
Interviews - guest on talk show, etc.	___	___	___	___	___	___
Other - please identify	___	___	___	___	___	___
Public Displays						
Billboards - paid advertisting	___	___	___	___	___	___
Billboards - free or donated space	___	___	___	___	___	___
Bumper Stickers - paid by school	___	___	___	___	___	___
Bumper Stickers - free or donated	___	___	___	___	___	___
Racks in public places containing material about vocational programs	___	___	___	___	___	___
Other - please identify	___	___	___	___	___	___

*Special populations as identified in the Carl D. Perkins Vocational Education Act: students in nontraditional programs (sex equity), handicapped and disadvantaged individuals, adults in need of training and retraining, single parents and homemakers, and criminal offenders in correctional institutions.

Methods Used to Inform Special Populations of Vocational Education Opportunities	Special Populations: Sex Equity	Handi-capped	Disadvan-taged	Adults	Sgl Parents /Homemakers	Criminal Offenders
Telephone						
Phone campaign to "market" vocational classes/programs or special activities	___	___	___	___	___	___
Other - please identify	___	___	___	___	___	___
Newspaper						
Advertising - paid "commerical"	___	___	___	___	___	___
Advertising - free or donated space	___	___	___	___	___	___
Published class schedules	___	___	___	___	___	___
Human interest articles; i.e., student "success" stories	___	___	___	___	___	___
Articles about traditional or nontraditional programs	___	___	___	___	___	___
Other - please identify	___	___	___	___	___	___
Recruiters						
Staff are employed to recruit group(s) into traditional and nontraditional vocational programs	___	___	___	___	___	___
Other - please identify	___	___	___	___	___	___
Mail						
Specialized mail campaign directed at special group	___	___	___	___	___	___
Other - please identify	___	___	___	___	___	___
Printed Material						
Pamphlets, brochures, etc., designed for & distributed to special group(s)	___	___	___	___	___	___
How was material distributed?						
Other - please identify	___	___	___	___	___	___

Name and title of person completing survey form: _____

_____

APPENDIX D

FLORIDA COUNCIL on VOCATIONAL EDUCATION

W. V. Knott Building
Tallahassee 32301
904/488-5308

June 30, 1986

Mr. Thomas E. Kessler
Chairman

Dr. James A. Culligan
Executive Director

Ms. Jeanine Christian
Alachua

Mr. Lawrence R. Hawkins
Perrine

Mr. Carl B. Loop, Jr.
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Lowell

Dr. Carl W. Proehl
Pensacola

Mr. William H. Scovell
DeLand

Ms. Joan Tiller
Orlando

Mr. Charles Wright
Miami

M E M O R A N D U M

TO: Area Vo-Tech Center Directors

FROM: Florida Council on Vocational Education

SUBJECT: Availability of Information About Vocational Education

The Florida Council on Vocational Education (F/COVE) would appreciate your taking a few minutes to complete and return the enclosed survey.

This survey is designed to give the F/COVE a better understanding of the methods used to inform special populations (as identifed in the the Carl D. Perkins Vocational Education Act) of the vocational education opportunities in your service area.

A self-addressed envelope is enclosed for your convenience in returning the survey. We would appreciate receiving your response no later than July 15.

Thank you for your cooperation and assistance!

- The number at the top right corner of the survey form will be used for follow up purposes only.

Affirmative action/equal opportunity employer

APPENDIX E

FLORIDA COUNCIL on VOCATIONAL EDUCATION

W. V. Knott Building
Tallahassee 32301
904/488-5308

Mr. Thomas E. Kessler
Chairman

Dr. James A. Culligan
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Miami

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Jacksonville

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Fort Lauderdale

Mr. Eugene A. Poole
Lowell

Dr. Carl W. Proehl
Pensacola

Mr. William H. Scovell
DeLand

Ms. Joan Tiller
Orlando

Mr. Charles Wright
Miami

June 30, 1986

M E M O R A N D U M

TO: Community College Occupational Deans

FROM: Florida Council on Vocational Education

SUBJECT: Availability of Information About Vocational Education

The Florida Council on Vocational Education (F/COVE) would appreciate your taking a few minutes to complete and return the enclosed survey.

This survey is designed to give the F/COVE a better understanding of the methods used to inform special populations (as identifed in the the Carl D. Perkins Vocational Education Act) of the vocational education opportunities in your service area.

A self-addressed envelope is enclosed for your convenience in returning the survey. We would appreciate receiving your response no later than July 15.

Thank you for your cooperation and assistance!

- The number at the top right corner of the survey form will be used for follow up purposes only.

Affirmative action/equal opportunity employer

APPENDIX F

ANNUAL PERFORMANCE REPORT
FOR THE VOCATIONAL EDUCATION STATE-ADMINISTERED PROGRAM
UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

This report is authorized by 34 CFR 74.82 and covers the twelve month program year July 1 to June 30. The report should be submitted to OVAE/DVE on or before December 31st of each year.

I. Report the results and accomplishments of expending the Title II Part A Federal funds for each of the target populations listed below. Include the number of handicapped, disadvantaged and limited English proficient students enrolled in vocational education by secondary and postsecondary/adult levels who were provided additional services by these funds. Include the number of persons in correctional institutions and the number of single parents and homemakers by secondary and postsecondary adult levels who were enrolled in vocational programs assisted by these funds.

   A. Handicapped individuals.
   B. Disadvantaged individuals.
   C. Adults who are in need of training or retraining.
   D. Individuals who are single parents or homemakers.
   E. Individuals who participate in programs designed to eliminate sex bias.
   F. Criminal offenders who are serving in correctional institutions.

II. Report the new and expanded programs and other program accomplishments resulting from the use of Title II Part B Federal funds. This should include information regarding career guidance and counseling, personnel development and curriculum development.

III. Report the results and accomplishments of expending the Title III Part B Federal funds for Consumer and Homemaking Education.

Sample State Performance Report Outline

I. Vocational Education Opportunities Accomplishments

A. Handicapped - Secondary Level

- o Number of handicapped receiving additional services in mainstream programs
- o Number of handicapped served in separate programs
- o Accomplishments in providing equal access for handicapped; in recruitment; full range of programs; least restrictive environment; coordination between special education and vocational education; assessment; career development; and transition from school to work
- o Description of successful activities that served handicapped

Handicapped - Postsecondary Level

- o Number of handicapped individuals receiving additional services in mainstream programs
- o Number of handicapped individuals served in separate programs
- o Accomplishments in coordinating with Vocational Rehabilitation and other programs
- o Description of successful activities that served handicapped

B. Disadvantaged - (Excluding LEP) Secondary Level

- o Number of disadvantaged individuals receiving additional services in mainstream programs
- o Number of disadvantaged individuals served in separate programs
- o Description of successful activities that served disadvantaged
- o Achievements in serving the disadvantaged students in terms of improved access and services provided that contribute to success in the program

Disadvantaged - (Excluding LEP) Postsecondary/Adult Level

- o Number of disadvantaged individuals receiving additional services in mainstream programs
- o Number of disadvantaged individuals served in separate programs
- o Description of successful activities that served disadvantaged
- o Achievements in serving the disadvantaged students in terms of improved access and services provided that contribute to success in the program

Limited English Proficient (LEP) - Secondary Level

- o Number of LEP individuals receiving additional services in mainstream programs
- o Number of LEP individuals served in separate programs
- o Description of successful activities that served LEP
- o Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program

Limited English Proficient (LEP) - Postsecondary Level

- o Number of LEP individuals receiving additional services in mainstream programs
- o Number of LEP individuals served in separate programs
- o Description of successful activities that served LEP
- o Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program

C. Adults in Need of Training and Retraining

- o Achievements in serving the adults who need training or retraining
- o Coordination activities with the JTPA and the private sector

D. Single Parents and Homemakers

- o Number of single parents and homemakers served at secondary level
- o Number of single parents and homemakers served at post-secondary/adult level
- o Achievements in providing services to both populations
- o Any special delivery methods used that are unique and/or effective
- o Method for determining greatest financial need and number served who meet the criteria

E. Students in Non-traditional Programs (Sex Equity)

- o Achievements and services provided to reduce sex bias and sex stereotyping in vocational programs
- o Cooperative efforts with the private sector

F. Criminal Offenders in Correctional Institutions

- o Numbers served through programs in correctional institutions
- o Name and address of institutions participating
- o Types of services or programs provided and achievements
- o Additional funds expended for criminal offenders from the Carl D. Perkins Act, such as Title II-A, disadvantaged, or Title II-B.

II. Program Improvement Accomplishments Under Part B

Where possible identify for the following areas the Federal dollars expended, number and types of activities and number and type (students, staff, etc.) of persons served:

- o New Programs
- o Expanded Programs
- o Improved Career Guidance
- o Personnel Development
- o Curriculum Development
- o Equipment
- o Research
- o Other

III. Consumer and Homemaking Accomplishments

- o Achievements in programs and support services in depressed areas
- o Achievements in programs and support services in non-depressed areas
- o Achievements in State leadership

APPENDIX G

FLORIDA COUNCIL on VOCATIONAL EDUCATION

W. V. Knott Building
Tallahassee 32301
904/488-5308

June 27, 1986

Mr. Thomas E. Kessler
Chairman

Dr. James A. Culligan
Executive Director

Ms. Jeanine Christian
Alachua

Mr. Lawrence R. Hawkins
Perrine

Mr. Carl S. Loop, Jr.
Jacksonville

Ms. Alene J. Mahin
Tampa

Mr. J. Barrie McHugh
Miami

Mr. William J. Patti
Jacksonville

Mr. Charles R. Perez
Fort Lauderdale

Mr. Eugene A. Poole
Lowell

Dr. Carl W. Proehl
Pensacola

Mr. William H. Scovell
DeLand

Ms. Joan Tiller
Orlando

Mr. Charles Wright
Miami

M E M O R A N D U M

TO: Mr. Joe D. Mills

FROM: F/COVE Office

SUBJECT: Request for Information

The Florida Council on Vocational Education (F/COVE) is required by the Perkins Act to comment about the availability of quality vocational education to special populations (handicapped and disadvantaged individuals, adults in need of training and retraining, single parents and homemakers, students in non-traditional programs (sex equity), and criminal offenders in correctional institutions).

To complete the assigned task the F/COVE Evaluation Committee requests that you provide us with the following information:

1. The dollar allocation for each special population by LEA for 1985-86 from the Carl D. Perkins Act;

2. The latest available 1985-86 data showing the dollar amounts actually funded from the entitlements for each special group by LEA; and

3. A list of projects with amounts by LEA that were funded with federal vocational dollars that deal with recruitment and retention of individuals from any of the above mentioned groups.

We would like to receive this information by July 16. Your assistance is greatly appreciated!

cc: Tom Kessler
Alene J. Mahin
James A. Davis

Affirmative action/equal opportunity employer